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ABSTRACT

This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) junior high school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goals, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents. (Author/RC)

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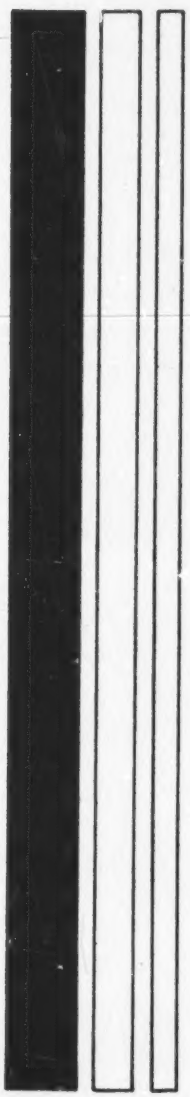
Educational Quality Assessment

Manual for Interpreting INTERMEDIATE School Reports



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PREFACE

This manual is designed to accompany school reports for a district. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are not intended to stand alone; they are aids to school administrators and other staff members for understanding the reports of their respective schools.

Two other EQA publications complement the information contained in this manual:

1. *The First Six Years* gives a more general background of assessment in Pennsylvania-what it is and is not and additional information on EQA's evolution.

2. *Getting Inside the EQA Inventory* delves more deeply into the rationale, development and characteristics (reliability, validity, factor analyses) of the instruments (tests and questionnaires) used to measure the Ten Goals of Quality Education.

With these three publications and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. (A sample, but real, school report with marginal notations is replicated on the color pages of this manual.) Together, they enable one to become thoroughly acquainted with the 10 goals, how they are measured and reported for each school, what the condition variables are, and what scores on these variables mean.

Once the interpreter becomes familiar with these documents and has the task of explaining an EQA school report to another audience, an additional document–*EQA: Publicity Suggestions*–may prove useful.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> ...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

Although EQA has been operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973, it begins a new mode of operation with the 1974 assessment of schools. The changes are of three types:

1. No longer does the program function on a voluntary basis. For the first three school years, because of limited resources, participation was on a first-come, first-served basis. At its November 1973 meeting, the State Board of Education established a timetable to enforce the mandate statewide. Its unanimously adopted resolution states:

   > During the school years 1973-74, 1974-75 and 1975-76, the Department of Education will use the Educational Quality Assessment procedure to evaluate the effectiveness of the educational programs for all Commonwealth school districts based upon the Ten Goals of Quality Education adopted by the State Board of Education. Public schools housing approximately one-third of the students enrolled in each of the three grades 5, 8 and 11 will be included in the assessment each year.

2. The above resolution points up the second change: the addition of grade 8 to the assessment previously available for grades 5 and 11. Moreover, the three-year cycle will involve, three years hence, 8th graders and 11th graders previously tested at grades 5 and 8 respectively.
3. New assessment instruments have been developed as a result of three years of experience at grades 5 and 11. A 1973 assessment of grade 7 (in selected middle schools) and of grade 9 (in junior high schools) provided the basis for the current grade 8 package used in intermediate schools.

PARTICIPATING SCHOOLS

The voluntary feature of participation was not completely eliminated in March 1974. In September 1973, Secretary Pittenger notified all superintendents of the availability of assessment for the 1973-74 school year and cited the pending State Board action to mandate participation by one-third of the districts each year.

The basis for selecting applications from those solicited was to obtain a previously designed representative sample of the state's school districts. The criteria for representativeness were number of students in the district and wealth as determined by the aid ratio. Further consideration was given to achieving geographic balance and accommodating districts whose applications had been rejected in previous years.

After some last-minute changes and substitutions, applications from 170 districts were accepted. The districts contained:

	No. Schools	No. Students
Grade 5	785	51,342
Grade 8	240	53,326
Grade 11	191	48,276
Total	1,216	152,944

From these 170 districts, a normative sample of schools was chosen. The emphasis here is on *schools*, since they are the unit of analysis. A report is compiled for a *school*–not a student, not a classroom, not a district.

The following were selected as norm schools:

	No. Schools	No. Students	No. Teachers
Grade 5	354	25,209	5,489
Grade 8	236	51,685	8,553
Grade 11	189	47,043	9,273

The selection of norm schools was geared to eliminate bias by (1) excluding unrepresentative schools such as college laboratory schools and (2) eliminating oversampling of schools within any one district.

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed three representatives to coordinate EQA activities at the three grade levels. These representatives later attended one of 11 regional workshops, where their duties and responsibilities were explained. At these February meetings the *School Representative's Handbook* and *Monitor's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

This cooperation and acceptance of responsibility for administering the questionnaires is essential to the success of the assessment program. EQA staff members visited a number of schools during March to observe testing conditions and to discuss problems with the representatives and their proctors. Suggestions for changes and improvements in the various handbooks were solicited so that reactions of those most closely involved would be incorporated in future publications.

The administration of the questionnaires took about four hours of student time. In most cases this was spread over four days, sometimes only two days. Except for the two basic skills tests, the sections of the questionnaire have no time limits for completion. The *Monitor's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

The students initially place their names on the separate, machine-scorable answer sheets so that they can retain their own answer sheets during succeeding sessions. Upon completion of the final session, they remove the name portion of their perforated answer sheets to assure confidentiality and anonymity of responses.

Another role of the district representatives is to administer and collect teacher questionnaires (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers. Teachers likewise respond anonymously, placing only the district name and school name on the questionnaire. *All* teachers fill out questionnaires; no sampling procedures are used.

The envelope containing the completed teacher questionnaires and the completed student answer sheets is mailed for scanning, scoring, compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

I	**Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.**
II	**Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.**
III	**Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.**
IV	**Help every child acquire a positive attitude toward the learning process.**
V	**Help every child acquire the habits and attitudes associated with responsible citizenship.**
VI	**Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.**
VII	**Give every child opportunity and encouragement to be creative in one or more fields of endeavor.**
IX	**Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.**
X	**Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.**

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Each goal statement, stated above in its entirety, is given a name for brevity's sake. For example, in the school report Goal V is referred to as *Citizenship.* But *citizenship* means different things to different people. Thus, to interpret what a school's Goal V score means, one needs to know the underlying rationale of the citizenship instrument and what areas are covered.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the subscales, the number of items and a sample item for each subscale.

For the cognitive measures, the theoretical maximum score for a student is equal to the number of items for that goal and the theoretical minimum is zero. Therefore, for the basic skills measures, both cognitive, the theoretical score range is 0-30.

For attitudinal measures, responses are not considered right or wrong but are viewed as falling along a continuum with a *preferred* direction given. For Goal I, responding *very true of me* is considered the most preferred response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. If a student gave the most preferred response to all 40 items, his or her score would be 120 (40 x weight of 3 for most preferred response to each item). In general the theoretical minimum for a student is zero and the theoretical maximum is N x (K-1). N is the number of items and K is the number of response choices.

The interdependence among the goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.27 between Goal I and Goal III-M indicates that in schools where the self-esteem scores are higher, the math scores likewise tend to be high. This is not to say that a higher self-esteem will cause a student to do better in math, or vice-versa. Cause-effect conclusions from correlation information are untenable. Also apparent are the high correlations among the cognitive measures–Goals III-V, III-M and VIII-K.

A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*. This publication includes reliability and validity information and shows the relationships among the subscales of a goal to all other subscales in the questionnaires.

TABLE 1

SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME / Subscale Name	SUBSCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEM	RESPONSE CHOICES
I SELF-ESTEEM		40		
Self-Confidence	Feelings of success, self-determination, attractiveness and self-worth	10	I'm pretty sure of myself.	
Feeling of Control over Environment	Belief that success in school and work depend on effort, not luck	10	When I get something to work, it is more often a matter of luck than of effort.	(A) Very true of me (B) Mostly true of me (C) Mostly untrue of me (D) Very untrue of me
Relationships with Others	Perceived ease in making and keeping friends and feelings of acceptance by others	10	I often feel picked on by other kids.	
Self-Image in School	Feeling of success in schoolwork, class recitation and teacher relationships	10	I enjoy being called in class.	
II UNDERSTANDING OTHERS		35		
Race	Comfort when interacting with others of another race	7	Someone whose skin color is different from yours wants to become your close friend.	
Religion	Comfort when interacting with others of different religious beliefs	7	A person of a much different religion from yours invites you to his or her church.	I would feel: (A) Very comfortable (B) Comfortable (C) Slightly uncomfortable (D) Very uncomfortable
Socioeconomic Status	Comfort with others who are richer or poorer than self	7	Many people much poorer than you move into your neighborhood.	
Intelligence	Comfort with others of higher or lower ability levels	7	It is decided that retarded students should be put into your regular classes in school.	
Handicap	Comfort when interacting with others who are physically handicapped	7	You must share a locker with someone who wears leg braces.	

III-V	BASIC SKILLS: VERBAL	A 15-minute timed test of verbal analogies	30	HOLSTER: GUN::	(A) ball: cannon (B) sheath: sword (C) stiletto: dagger (D) range: rifle
III-M	BASIC SKILLS: MATH	A 15-minute timed test of mathematical concepts including number concepts, arithmetic skills, per cents and ratios, measurements and conversion, charts and graphs, geometry, algebraic notions	30	Column A: $\frac{3}{9} = \frac{x}{27}$ Column B: $\frac{3}{7} = \frac{y}{21}$	(A) The part in Column A is greater (B) The part in Column B is greater (C) The two parts are equal (D) Not enough information is given to decide
IV	INTEREST IN SCHOOL		30		
	Attitude Toward Learning	Willingness to expend effort to learn and valuing the importance of continued learning throughout life	15	It is very important to me to learn as much as I possibly can.	(A) Strongly agree (B) Agree (C) Uncertain (D) Disagree (E) Strongly disagree
	Attitude Toward School	Belief school attendance is important; attitude toward school setting, teachers and coursework	15	Most of my classes this year are boring.	
V	CITIZENSHIP		54		
	Welfare and Dignity of Others	Concern for feeling of others, willingness to protest racial discrimination and to accept new people into the group	18	I'd make fun of a person when my friends were doing it also.	
	Respect for Law and Authority	Willingness to report law-breaking, to refrain from destructive actions and to obey authorities during emergencies	18	I'd throw rocks during a protest if there was no chance of getting caught.	(A) Yes (B) Maybe (C) No
	Responsibility and Integrity	Willingness to report own mistakes and honor self-made commitments to groups and individuals	18	After accidentally breaking a school window, I would report myself even if I would have to pay for the window.	

VI	HEALTH		54		
	Personal Health	Willingness to follow proper diet, take proper medical precautions	18	I'd use a friend's chapstick knowing my friend had a slight cold.	
	Safety	Restraint from unnecessary risk-taking at home, at school and at play	18	I'd play a game of "chicken" on a bike if I might win the game.	(A) Yes (B) Maybe (C) No
	Drugs	Restraint from improper use of prescription drugs, experimentation with drugs and maintaining close contact with others using drugs	18	I'd stay at a party where marijuana was being smoked when I knew nobody else wanted to leave.	
VII	CREATIVITY		36		
	Visual Arts	Willingness and recognition in using own ideas and design in painting, crafts, photography and sculpture	9	Using your own ideas and design, have you ever done painting (without a number set) in oil or water colors?	
	Performing Arts	Willingness and recognition in performing in music, acting, sport or modeling	9	Before an audience other than a classroom group have you ever performed using an original magic or novelty act.	(A) Yes, with area-wide recognition (B) Yes, with school-wide recognition (C) Yes, with teacher recognition (D) Yes, but no recognition (E) No, but have wanted to (F) No, and have not wanted to
	Science	Willingness and recognition doing experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry.	9	Have you ever built a model to show a scientific principle such as the water cycle, the solar system, volcanic eruption, etc?	
	Writing	Willingness and recognition producing original written products such as poems, jokes, skits, essays and music	9	Other than as a school assignment, have you ever written an original poem?	
VIII	VOCATIONAL KNOWLEDGE	Knowledge of the duties, training, salary and educational requirements of various occupations	30	For which job must you be a college graduate?	(A) Computer programmer (B) Bookkeeper (C) Dentist (D) Medical technician

IX	APPRECIATING HUMAN ACCOMPLISHMENTS		48		
	Valuing	Attaching importance to achievements in the arts and sciences and valuing role played by people in these areas	24	Most scientists don't care how their work affects people.	(A) Agree (B) Uncertain (C) Disagree
	Receiving	Willingness to learn more about achievements in the arts and sciences and to seek out experiences which provide first-hand information on what people in these areas are doing	24	It would be fun to watch people paint at an art studio.	
X	PREPARING FOR A CHANGING WORLD		35		
	Using Effective Solutions	Tendency to try solutions reflecting positive adjustment to change	13	If my parents decided to move, I'd read about the place we were moving to.	
	Refraining from Ineffective Solutions	Tendency to avoid use of aggressive or withdrawing reactions in face of change	13	If I couldn't get excused from school for a trip, I'd stay home.	I would spend: (A) A great deal of time (B) Some time (C) Very little time (D) No time
	Emotional Adjustment	Perception of length of time needed to emotionally adjust to change	9	If this happened to you, how much time would you spend being upset?	

TABLE 2

CORRELATION COEFFICIENTS
AMONG SCHOOL GOAL SCORES
GRADE 8, N=236

	I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX
I										
II	30									
III-V	32	27								
III-M	27	28	92							
IV	41	33	09	06						
V	-04	30	09	09	56					
VI	22	39	25	25	58	72				
VII	20	-05	-33	-32	-03	-20	-30			
VIII-K	35	27	90	87	11	07	30	-43		
IX	43	55	28	24	67	48	55	-05	30	
X	40	33	-05	-06	65	48	54	05	00	52

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

PERCENTILE RANK BY GOAL

Of the four kinds of information in a school report, perhaps the most attention is given to the school's percentile rank in the state.

The rank on each goal is determined by comparing the school score to the scores of a representative group of 354 *normative* schools.

Table 3 graphically represents the normative method of scoring by showing, at five-percentile intervals, how the raw score averages for a school translate to percentiles. For example, Upper Penn Elementary School's score of 78.16 on Goal I places the school at the 60th percentile, which means that 60 per cent of the schools statewide had lower school scores on this goal.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Goal III-M may range from 2 to 28, whereas the school mean, or average, score might be 15.31. This is true in each school, as illustrated by the frequency distribution below.

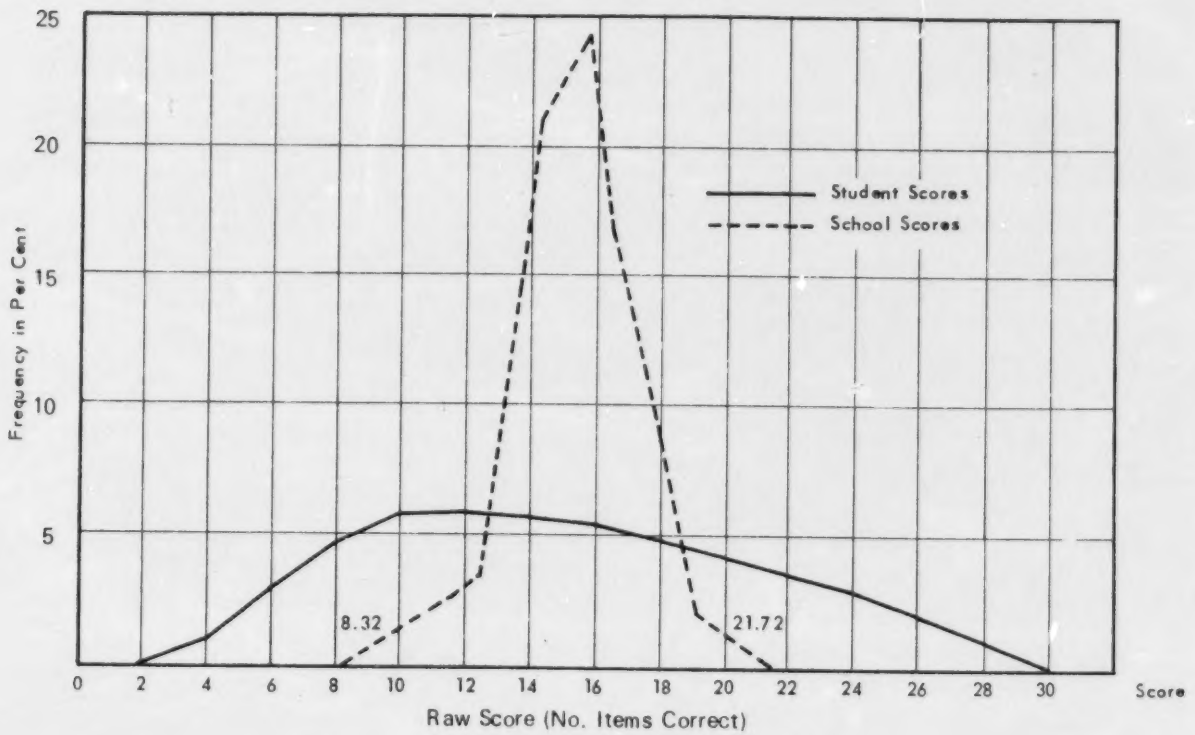

Figure 1: Comparative Distributions of Student Scores and School Scores on Goal III-M, Grade 8

The range of *student* scores in the state is from 2 to 30, but *school* scores (means of student scores in each school) are concentrated between 12 and 18. Therefore, raising a school score from 15 to 16 means bypassing possibly 30 per cent of the schools in the state.

TABLE 3

PENNSYLVANIA SCHOOL NORMS - GRADE 8 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	I SELF-ESTEEM	II UNDERSTANDING OTHERS	III-V BASIC SKILLS: VERBAL	III-M BASIC SKILLS: MATH	IV INTEREST IN SCHOOL	V CITIZENSHIP	VI HEALTH	VII CREATIVITY	VIII-K VOCATIONAL KNOWLEDGE	IX APPRECIATING HUMAN ACCOMPLISHMENTS	X PREPARING FOR A CHANGING WORLD	PERCENTILE RANK
	MAXIMUM	81.12	65.99	21.28	21.72	85.90	71.87	74.18	68.00	21.62	68.47	69.73	MAXIMUM
	95	76.28	63.23	18.03	18.06	82.50	66.59	71.19	50.28	18.49	64.75	65.77	95
	90	74.80	62.32	17.47	17.43	81.15	65.71	69.91	48.51	17.96	63.55	64.53	90
	85	73.90	61.61	17.14	16.94	80.28	64.87	69.00	47.07	17.77	62.78	63.85	85
	80	73.41	61.12	16.91	16.62	79.53	64.02	68.32	45.92	17.58	62.42	63.44	80
	75	72.92	60.66	16.69	16.30	78.83	63.15	67.68	44.91	17.38	62.05	63.04	75
	70	72.52	60.28	16.46	15.99	78.17	62.28	67.13	44.36	17.19	61.69	62.67	70
	65	72.16	60.03	16.26	15.77	77.72	61.64	66.76	43.80	17.04	61.34	62.34	65
	60	71.81	59.77	16.07	15.55	77.26	61.06	66.40	43.24	16.90	60.99	62.01	60
	55	71.46	59.51	15.88	15.33	76.81	60.48	66.04	42.69	16.75	60.64	61.67	55
	50	71.14	59.26	15.69	15.11	76.37	59.90	65.67	42.19	16.60	60.30	61.46	50
	45	70.83	58.95	15.51	14.88	75.96	59.27	65.29	41.70	16.46	59.98	61.25	45
	40	70.51	58.63	15.29	14.63	75.56	58.63	64.91	41.21	16.29	59.66	61.04	40
	35	70.20	58.32	15.06	14.38	75.16	58.00	64.52	40.72	16.12	59.35	60.83	35
	30	69.90	58.01	14.84	14.13	74.76	57.35	64.14	40.23	15.95	59.03	60.62	30
	25	69.61	57.70	14.62	13.86	74.14	56.70	63.59	39.57	15.78	58.58	60.27	25
	20	69.32	57.39	14.22	13.51	73.49	56.05	62.93	38.88	15.59	58.13	59.78	20
	15	69.03	57.08	13.79	13.15	72.79	55.29	62.24	38.19	15.21	57.64	59.28	15
	10	68.51	56.40	13.27	12.64	71.84	53.84	61.40	37.10	14.80	56.92	58.71	10
	5	67.71	55.50	12.22	10.84	70.63	51.68	60.13	35.00	13.25	55.90	58.06	5
	MINIMUM	63.31	52.62	9.17	8.32	65.26	46.98	55.61	28.79	8.87	54.11	56.18	MINIMUM
STATE MEAN		71.44	59.26	15.49	14.96	76.47	59.90	65.61	42.60	16.40	60.33	61.68	
STANDARD DEVIATION		2.56	2.26	1.82	2.13	3.55	4.42	3.26	4.90	1.57	2.59	2.32	

PREDICTED SCORE RANGE

One objection frequently raised to normative scoring methodology, as illustrated by percentile rank in the state, is that it fails to incorporate the widely divergent operating conditions of various schools. In a state as large and heterogeneous as Pennsylvania, one can easily think of the vastly different resources–physical facilities, financial resources, teachers and, possibly most importantly, the home conditions which influence the students entering a school–under which schools operate. The Commonwealth contains such disparate school communities as rural-farming areas, coal-mining areas, big cities, small towns, affluent suburbs, working-class suburbs, to name a few.

These diversified conditions place limitations--some deterministic in nature, others amenable to change–upon what a school can expect in the way of student performance. In physics, one talks about efficiency in terms of *output* relative to *input*. Similarly for schools, output (student performance) can be viewed relative to input (school conditions).

The Pennsylvania assessment model does just this. Data are collected on school conditions (see following section on CONDITION VARIABLES) which, educators and researchers contend, place restraints on what a school can accomplish with its pupils.

Correlation coefficients are then computed between these quantified school conditions and the goal scores for the schools (see Table 9). Some of the hypothesized relationships hold up, others do not. From this set of potential predictors, those school conditions which statewide relate most highly to a given goal can be used to calculate (predict) a score range for a school.

The predicted score range does not involve a value judgment about the school. It is based upon the knowledge that other schools in the state, when operating under a similar set of conditions, tend to score in this range.

This methodology allows one to make a second comparison of the school scores: *Are we within our prediction band, above in any goal areas, or below in any areas?* Another way of viewing this question is: *In Goal Y how are we doing compared to schools operating under a similar set of conditions, or schools with resources similar to ours?*

CONDITION VARIABLES

Rationale

The previous section, *Predicted Score Range*, stated that to ameliorate the possibly invidious comparisons that percentile ranks alone invite, the Pennsylvania assessment model also includes an input-output component.

Schools around the state have vastly differing resources at their disposal. The differences are not only in the students served but also in teaching staff and financial and parental support.

Measurement

Tables 4 and 5 describe the 32 variables which were collected to identify the differences in resources among elementary schools. The variables came primarily from students (as part of their questionnaires) and teachers (Appendix A–Teacher Questionnaire).

It is extremely important to note how the variable was measured and quantified. High scores for a school on these variables are not necessarily *good*. The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question (e.g., per cent female teachers) or to differentiate by quantification one class within the characteristic from another (e.g., *teacher locale* where highest weights are assigned to *outsiders*).

Percentile Rank

For each of the 32 condition variables the school receives its percentile rank compared to the state normative sample of 236 schools. This information is provided so that one can tell not only *what* conditions or resources a school has but also its *relative* conditions. A high percentile likewise does not necessarily imply *good* conditions.

The norms charts (Tables 6 and 7) for the two groupings of variables give a more graphic representation of the percentile rank scores in the school report. They illustrate also how much schools differ on a particular variable. Because they are distributions of school means, the ranges of values at times can be very narrow, so that a small increase in a school mean value may translate into a large percentile rank change, e.g., *stable* (stability of student residence).

Statewide Item Results

In the school report the condition variables are stated as a school score. In most cases, interpreting a school score is simple and straightforward. For instance, to say that the average class size is 27.9 seems understandable enough. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

As a result, percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a particular school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 8 includes the statewide percentages of those variables for which item data are included on pages 4-7 of the school report.

Correlation Matrices

Table 9 shows the relationship between a given condition variable and school scores on the 10 goals. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 10, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The staff-pupil ratio, if changed, would alter the instructional expense per pupil and may change any number of teacher variables (experience, perception of learning atmosphere, classroom practices, etc.).

TABLE 4

FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
PCTATTEN (Percentage attendance)	The school administrator reported the attendance data for the grade under consideration.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher attendance rate.
INSEXADM (Instructional expenses per average daily membership)	The instructional expenses of the secondary program were divided by the Average Daily Membership of the elementary schools.	Expressed in nearest whole dollar for 1972-73.	A higher value indicates that the district expends relatively more funds per student for secondary instruction.
TLOCALE (Teacher locale)	The teachers reported where they spent most of their lives.	2 = More than 100 miles from boundaries of this school district 1 = More than 30 miles but less than 100 miles 0 = In or within 30 miles	A higher value indicates that the school teaching staff is drawn from more distant areas.
TSATPAR TSATFS TSATST (Teacher satisfaction with relationships with:) 1) Parents 2) Staff 3) Students	The teachers reported how satisfied they were with their relationship with: Parents and parent groups Fellow staff members Students	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher value on any of these indicies indicates that the teaching staff of the school is more satisfied with its relationships with the group.
TCLATT (Attitude toward classroom teaching)	The teachers reported if they enjoy classroom teaching.	4 = Almost always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Almost never true	A higher value indicates that teaching staff more often enjoy classroom teaching.
PERSAD (Teacher perception of school administration)	The teachers responded to 6 items concerning their feelings about the school administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-24	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the school administration.
PERDAD (Teacher perception of district administration)	The teachers responded to 3 items concerning their feelings about the district administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-12	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the district administration.
CLPRACT (Classroom practices)	The teachers reported the extent to which they used 11 classroom practices judged to be innovative (e.g., pupil participation in lesson planning).	3 = I use it daily 2 = I use it weekly 1 = I use it monthly 0 = I do not use it Range: 0-33	A higher value indicates the teaching staff report more frequent usage of these practices.
PERLERAT (Teacher perception of learning atmosphere)	The teachers indicated whether each of 13 school problems constituted a problem in their school.	1 = No 0 = Yes Range: 0-13	A higher value indicates a positive learning atmosphere, that teachers feel fewer of the listed problems affect their school.

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TABLE 4 (Continued)

FROM ADMINISTRATORS, DEPARTMENT RECORDS, AND TEACHERS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
TPERPAR (Teacher perception of parents)	The teachers indicated whether each of 5 conditions related to parental attitude constituted a problem in their school.	1 = No 0 = Yes Range: 0-5	A higher value indicates a positive attitude on the part of the teacher toward the parents and home.
TPEP (Teacher perception of environmental press)	The teachers responded to 8 items regarding their feelings about their self-assuredness.	Almost always true of me Often true of me Sometimes true of me Seldom true of me Almost never true of me Range: 0-32	A higher value indicates that the teachers are relatively more self-assured.
PCTFEM (Per cent female teachers)	The teachers indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a higher percentage of female teachers.
TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
STAFFP (Teacher to pupil ratio)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as a teacher to pupil ratio.	The percentile rank indicates the per cent of schools with a greater average class size.
HRPERWK (Teacher hours of instruction per week)	The teachers reported the number of clock hours they are assigned to classroom instruction per week. week.	Expressed as average hours per week.	A higher value indicates that the teachers of the school spend relatively more hours in the classroom.
TEXPER (Teacher experience)	The teachers reported the total years of service in education including current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
PREPERDY[1] (Number of teacher preparations per day)	The teachers reported the number of different courses, on the average, they teach per day.	Expressed as average number of preparations per day.	A higher value indicates that the teachers have relatively more preparations per day.

[1] Grade 11 only

TABLE 5

FROM STUDENTS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
FOCC (Father's occupation)	The students reported the occupation most like their fathers or male guardians found on a list of 145 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
OCDESIRE[1] (Occupational desire)	From the list of 145 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
OCEXPECT[1] (Occupational expectation)	From the list of 145 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students expect to attain higher paying jobs requiring a higher educational level.
PCTGIRLS (Per cent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
MEDUC (Mother's education)	The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, technical, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
RESIDE (Type of community)	The students with the aid of the monitor reported the type of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people). 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people) 0 = In the open country or in a farming community	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
PCTWHITE (Per cent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	4 = As often as I need to 3 = Frequently, but not as often as I would like to 2 = Only two or three days a week 1 = Only when my class is scheduled for library work 0 = No library in school	A higher score indicates that the students report greater accessibility of the library.

[1] Grade 11 only

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TABLE 5 (Continued)

FROM STUDENTS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
COUNSEL[2] (Accessibility of counselor)	The students reported how often they were able to talk to the school guidance counselor about a concern.	4 = Whenever I need to 3 = Often, but not as frequently as I would like to 2 = Only when making out a class schedule 1 = Only in group guidance session 0 = No guidance counselor	A higher value indicates that the students report freer access to the guidance staff.
STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 school buildings	A higher value indicates that the students come from families which are less mobile.
PARATT[3] (Parental attitude toward school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school (2) My parents feel the school is doing a good job (3) My parents support what the school does	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never Grade 8 & 11 Range: 0-9 Grade 5 Range: 0-6	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
MORESB[2] (Mores - Boys)	The students reported their perception of the single best way for a boy to get to be important and looked up to by other students.	6 = Being bright and well-informed 5 = Doing well in school 4 = Being a leader in school activities 3 = Being fun to be with 2 = Being an athletic star or a cheerleader 1 = Being good-looking 0 = Coming from the right family	A higher score indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
MORESG[2] (Mores - Girls)	The students reported their perception of the single best way for a girl to get to be important and looked up to by other students.	Same as for MORESB above.	A higher score indicates the students perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
VALUES[2] (Personal values)	The students reported the quality which was most important to them as individuals regardless of what others may choose.	Same as for MORESB above.	A higher score indicates that students perceive intellectual pursuits as having more personal value than social status factors.
HOMECLIM (Home climate)	The students reported their opinions on 8 items about home conditions.	Very much like me Usually like me Usually unlike me Very much unlike me Range: 0-24	A higher value indicates that the students have more favorable attitudes toward their home conditions.

[2] Grade 8 and 11 only

[3] Only the first two items were used for grade 5.

TABLE 6

PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 8 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	GRENROLL	PCTATTEN	INSEXADM	TLOCALE	TSATPAR	TSATFS	TSATST	TCLATT	PERSAD	PERDAD	CLPRACT	PERCENTILE RANK
	MAXIMUM	936	98.1	1052	1.62	2.78	3.00	2.77	3.81	21.85	10.03	18.00	MAXIMUM
	95	462	97.3	837	1.04	2.41	2.80	2.56	3.66	19.84	9.01	15.58	95
	90	395	96.7	758	0.94	2.29	2.69	2.49	3.61	19.03	8.61	14.30	90
	85	350	96.4	723	0.87	2.22	2.63	2.43	3.56	18.37	8.30	13.64	85
	80	316	96.1	699	0.81	2.19	2.60	2.40	3.54	17.86	8.00	13.17	80
	75	290	95.9	679	0.75	2.15	2.57	2.36	3.51	17.45	7.69	12.73	75
	70	273	95.6	668	0.69	2.11	2.54	2.33	3.48	17.03	7.38	12.48	70
	65	257	95.5	657	0.65	2.08	2.51	2.30	3.46	16.62	7.18	12.23	65
	60	240	95.3	645	0.60	2.05	2.49	2.26	3.43	16.20	6.98	11.98	60
	55	225	95.1	634	0.56	2.02	2.47	2.22	3.41	15.78	6.78	11.74	55
	50	212	95.0	621	0.52	1.98	2.44	2.18	3.39	15.36	6.59	11.52	50
	45	199	94.8	609	0.48	1.95	2.42	2.15	3.36	14.92	6.42	11.30	45
	40	186	94.7	597	0.44	1.92	2.38	2.11	3.33	14.46	6.25	11.07	40
	35	173	94.5	585	0.40	1.88	2.34	2.08	3.31	14.01	6.08	10.85	35
	30	158	94.2	574	0.36	1.85	2.30	2.05	3.28	13.53	5.91	10.61	30
	25	142	93.8	562	0.31	1.81	2.26	2.00	3.25	13.02	5.70	10.43	25
	20	125	93.4	551	0.27	1.75	2.22	1.96	3.22	12.51	5.48	10.22	20
	15	109	92.9	539	0.22	1.68	2.18	1.91	3.19	11.93	5.27	10.00	15
	10	87	92.3	522	0.17	1.60	2.11	1.84	3.13	11.26	4.83	9.63	10
	5	60	89.8	498	0.11	1.47	2.01	1.73	3.01	10.31	4.07	9.18	5
	MINIMUM	18	84.1	383	0.00	1.06	1.61	1.37	2.70	6.85	1.80	8.00	MINIMUM
STATE MEAN		232	94.5	634	0.54	1.97	2.41	2.17	3.37	15.18	6.65	11.82	
STATE STANDARD DEVIATION		131	2.3	101	0.29	0.27	0.24	0.25	0.19	2.93	1.46	1.87	

TABLE 6 (Continued)

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PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS DEPARTMENT RECORDS AND TEACHERS - GRADE 8 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	PERLERAT	TPERPAR	TPEP	PCTFEM	TEDUC	STAFFP	HRPERWK	TEXPER	PERCENTILE RANK
	MAXIMUM	12.04	4.54	25.74	88.89	2.29	1:19.6	33.00	21.00	MAXIMUM
	95	10.94	4.07	24.22	71.56	1.92	1:22.5	27.75	14.65	95
	90	10.63	3.89	23.80	61.33	1.82	1:23.9	26.96	13.47	90
	85	10.37	3.76	23.57	57.10	1.76	1:24.6	26.24	12.70	85
	80	10.15	3.70	23.42	54.20	1.70	1:25.1	25.78	12.32	80
	75	9.96	3.64	23.27	51.73	1.64	1:25.6	25.33	11.94	75
	70	9.77	3.58	23.14	50.09	1.61	1:26.0	24.87	11.57	70
	65	9.59	3.51	23.05	48.45	1.59	1:26.3	24.59	11.20	65
	60	9.43	3.44	22.95	46.81	1.57	1:26.7	24.31	10.83	60
	55	9.26	3.37	22.86	45.31	1.54	1:27.0	24.03	10.46	55
	50	9.09	3.30	22.76	43.99	1.52	1:27.3	23.75	10.11	50
	45	8.93	3.23	22.65	42.66	1.49	1:27.7	23.47	9.78	45
	40	8.78	3.16	22.53	41.34	1.46	1:28.0	22.99	9.44	40
	35	8.63	3.09	22.40	40.02	1.43	1:28.3	22.43	9.11	35
	30	8.47	3.02	22.27	38.60	1.40	1:28.7	21.87	8.78	30
	25	8.26	2.95	22.12	37.12	1.37	1:29.0	21.29	8.45	25
	20	8.06	2.87	21.97	35.64	1.34	1:29.4	20.71	8.12	20
	15	7.82	2.79	21.81	34.16	1.31	1:29.9	20.05	7.80	15
	10	7.43	2.68	21.59	32.02	1.26	1:30.7	19.33	7.27	10
	5	6.92	2.53	21.33	28.25	1.22	1:31.4	18.33	6.69	5
	MINIMUM	5.88	1.96	19.79	12.50	1.00	1:34.4	12.86	3.50	MINIMUM
STATE MEAN		9.07	3.29	22.72	45.89	1.53	1:26.8	23.39	10.28	
STANDARD DEVIATION		1.20	0.48	0.95	12.78	0.21	1:2.7	2.94	2.55	

TABLE 7

PERCENTILE DISTRIBUTION OF VARIABLES FROM STUDENTS - GRADE 8 SCHOOLS

PERCENTILE DISTRIBUTION	PERCENTILE RANK	FOCC	PCTGIRLS	MEDUC	RESIDE	PCTWHITE	LIBRARY	COUNSEL	STABLE	PARATT	MORESS	MORESG	VALUES	HOMECLIM	PERCENTILE RANK
	MAXIMUM	64.50	62.32	4.81	7.00	100.00	3.90	3.91	4.00	7.11	4.10	3.75	4.67	17.18	MAXIMUM
	95	55.63	57.33	3.78	6.12	99.75	3.63	3.89	3.86	6.46	3.60	3.28	4.03	15.95	95
	90	51.50	55.15	3.54	4.77	98.11	3.54	3.84	3.84	6.32	3.51	3.15	3.91	15.65	90
	85	46.80	54.16	3.38	4.39	97.60	3.50	3.80	3.81	6.21	3.44	3.05	3.84	15.45	85
	80	43.65	53.24	3.26	4.04	97.09	3.45	3.76	3.79	6.14	3.38	2.98	3.80	15.30	80
	75	40.95	52.40	3.19	3.74	96.58	3.41	3.71	3.77	6.07	3.34	2.91	3.75	15.16	75
	70	39.10	51.57	3.13	3.45	96.07	3.36	3.68	3.75	6.00	3.29	2.85	3.72	15.06	70
	65	37.43	51.01	3.08	3.00	95.56	3.32	3.66	3.74	5.96	3.25	2.80	3.69	15.00	65
	60	35.75	50.51	3.03	2.16	95.04	3.28	3.63	3.73	5.92	3.22	2.76	3.67	14.93	60
	55	34.48	50.01	2.99	1.74	94.53	3.24	3.61	3.72	5.88	3.19	2.71	3.64	14.86	55
	50	33.39	49.51	2.96	1.32	94.02	3.20	3.58	3.71	5.84	3.16	2.68	3.62	14.79	50
	45	32.31	49.00	2.92	1.17	93.51	3.16	3.56	3.70	5.79	3.13	2.65	3.60	14.71	45
	40	31.22	48.46	2.89	1.05	93.00	3.12	3.53	3.69	5.74	3.10	2.62	3.58	14.62	40
	35	30.13	47.92	2.86	0.93	92.49	3.07	3.50	3.67	5.68	3.07	2.58	3.56	14.54	35
	30	28.91	47.38	2.82	0.81	91.98	3.00	3.47	3.66	5.63	3.03	2.55	3.54	14.45	30
	25	27.67	46.75	2.77	0.69	91.47	2.94	3.41	3.65	5.56	2.99	2.51	3.52	14.35	25
	20	26.43	45.94	2.72	0.57	90.96	2.88	3.34	3.62	5.48	2.94	2.47	3.48	14.24	20
	15	25.19	45.13	2.68	0.44	87.70	2.77	3.27	3.59	5.39	2.89	2.43	3.45	14.14	15
	10	23.17	43.82	2.63	0.32	81.11	2.66	3.13	3.54	5.22	2.85	2.35	3.41	13.99	10
	5	20.69	42.14	2.51	0.00	58.31	2.27	2.83	3.45	4.96	2.81	2.25	3.34	13.83	5
	MINIMUM	12.36	35.10	2.13	0.00	1.39	0.07	0.09	3.35	4.48	2.62	2.00	2.97	12.98	MINIMUM
	STATE MEAN	35.24	49.22	3.02	2.25	90.73	3.11	3.48	3.70	5.80	3.17	2.72	3.64	14.78	
	STATE STANDARD DEVIATION	10.51	4.39	0.39	1.93	15.60	0.46	0.45	0.12	0.43	0.25	0.30	0.21	0.65	

TABLE 8

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES

TSATPAR, TSATFS, TSATST

In your teaching situation, how satisfied are you with your relationship with:

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Parents and parent groups	5%	19%	51%	25%
Fellow staff members	2%	8%	36%	53%
Students	3%	13%	49%	35%

TCLATT

I enjoy classroom teaching.

Almost never true	0%
Seldom true	1%
Sometimes true	8%
Usually true	44%
Almost always true	46%

CLPRACT

	Not Used	Each Month	Each Week	Each Day
Pupil participation in lesson planning	38%	26%	20%	15%
Pupil participation in classroom teaching	19%	29%	23%	29%
Having pupils work in small learning teams	14%	31%	30%	25%
Role playing (acting out situations)	50%	31%	14%	5%
Use of games to aid learning	23%	41%	27%	9%
Pupil evaluation of classroom climate	39%	39%	14%	8%

TABLE 8 (Continued)

CLPRACT (Continued)

	Not Used	Each Month	Each Week	Each Day
Pupil participation in developing classroom rules	46%	29%	13%	11%
Involving pupils in community projects	62%	29%	6%	3%
Utilizing local citizens as resource personnel	61%	33%	4%	1%
Pupils as helpers or tutors of other pupils	13%	26%	30%	31%
Joint lesson planning with one or more teachers	48%	26%	15%	10%

PERLERAT

Survey of school problems: (per cent = yes responses)

There is too much teacher turnover	14%
The classes are too large for effective teaching	62%
The different races or ethnic groups don't get along together	11%
There are too many interruptions during class periods	34%
Teachers have too little freedom in such matters as textbook selection and curriculum	22%
There is too much competition for grades	26%
There is too much emphasis on athletics	33%
There should be a better mixture; the students are all too much of one type	24%
Too much time has to be spent on discipline	36%
The students aren't really interested in learning	57%
There is a lack of effective leadership from the school administration	40%
The teachers don't seem to be able to work well together	14%
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	24%

TABLE 8 (Continued)

TPERPAR

(Per cent = yes responses)

There are too many absences among students	47%
Pupils are not well fed and/or well clothed	13%
Parents attempt to interfere with the school	24%
The parents put too much pressure on the students for good grades	26%
The parents don't take enough interest in their children's schoolwork	61%

RESIDE

In what type of community are you now living?

In the open country or in a farming community	18%
In a small town (less than 10,000 people) that is not a suburb	25%
Inside a medium size city (10,000 to 100,000 people)	18%
Inside a large city (100,000 to 500,000 people)	1%
In Philadelphia or Pittsburgh	3%
In a suburb of a medium size city	13%
In a suburb of a large city	4%
In a suburb of Philadelphia or Pittsburgh	17%

PCTWHITE

Which of the following best describes you?

Black	6%
White	91%
American Indian	1%
Oriental	0%
Puerto Rican	0%
Other	1%

TABLE 8 (Continued)

LIBRARY

How often are you able to use the school library?

As often as I need to	54%
Frequently, but not as often as I would like to	18%
Only two or three days a week	15%
Only when my class is scheduled for library work	12%
There is no library in this school	1%

COUNSEL

How often are you able to talk with your guidance counselor about a concern?

Whenever I need to	78%
Often, but not as frequently as I would like to	8%
Only when making out a class schedule	6%
Only during a group guidance session	7%
This school does not have a guidance counselor	1%

STABLE

How many different school buildings have you attended within the past three years because your family changed residence?

My family has not moved within the past three years	78%
2 school buildings	15%
3 school buildings	5%
4 school buildings	1%
5 or more school buildings	1%

TABLE 8 (Continued)

MORESB-MORESG--VALUES

MORESB/MORESG: Among the qualities listed below, what is the single best way for a boy/girl to get to be important and looked up to by other students in this school?

VALUES: Among the qualities listed below, what do you feel is most important to you personnally, regardless of what others may choose?

	MORESB	MORESG	VALUES
Being bright and well informed	10%	8%	12%
Doing well in school	9%	6%	24%
Being a leader in school activities	13%	8%	4%
Being fun to be with	40%	37%	45%
Being an athletic star or cheerleader	15%	5%	6%
Being good-looking or attractive	10%	33%	5%
Coming from the right family	3%	3%	4%

TABLE 9

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 8, N=236

		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX	X
GRENROLL	1			17	18	-17	-22	-13	13	14		
PCTATTEN	2			52	52		29	28	-48	51	16	
INSEXADM	3	25		14	13		-29	-19	19			
TLOCALE	4			15	17		28				14	
TSATPAR	5	26	13	51	49			15	-22	46	16	
TSATFS	6			19	16				-15	17		
TSATST	7	16		37	37	15	16	13	-15	33	19	
TCLATT	8	17	16	36	35	15	15		-18	31	19	
PERSAD	9			16	14							
PERDAD	10			16	16					15		
CLPRACT	11	13			-15			-14		-15		
PERLERAT	12			43	40				-25	39		
TPERPAR	13	20		46	44				-23	41		
TPEP	14	31		16	16		-17	-16	20	13		
PCTFEM	15	23					-18					
TEDUC	16	32		18	19		-22		23	18		
STAFFP	17		-15	-19	-15					-23		
HRPERWK	18			-16	-17				14	-13		
TEXPER	19					15	15	22	-18	15		18
FOCC	21	41	22	71	72		-21			66		
PCTGIRLS	24		18									
MEDUC	25	49	27	62	64		-22			58	16	
RESIDE	26	34		-16	-15	-13	-51	-33	49	-16		
PCTWHITE	27	-14	15	64	64		27	31	-54	69		-18
LIBRARY	28	-13			18		17					
COUNSEL	29											
STABLE	30			30	28	16	28	38	-52	34	18	
PARATT	31	44	33	49	51	46	21	36		49	43	28
MORESB	32			-46	-44	34	27	19	17	-44	25	41
MORESG	33			-46	-46	36	24	18	16	-45	30	39
VALUES	34	18	-23	-23	43	15	20	19		-20	29	44
HOMECLIM	35	64	22	21	18	44	22	40		27	41	40

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.13$ are printed because:

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

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TABLE 10

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 8, N=236

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	24	25	26	27	28	29	30	31	32	33	34
GRENROLL	1																															
PCTATTEN	2																															
INSEIADM	3																															
TLOCALE	4		13	25																												
TSATPAR	5		42																													
TSATFS	6	15	23			32																										
TSATST	7		38			66	31																									
TCLATT	8		35		13	54	30	71																								
PERSAD	9					43	46	48	44																							
PERDAD	10		24			40	24	35	27	52																						
CLFRACT	11		-17	15		16		16	28	23																						
PERLERAT	12		43			66	53	69	59	72	56	13																				
TPERPAR	13		41	14		64	41	56	47	43	40	16	73																			
TPEP	14			27	13	28	29	36	43	47	19	26	38	26																		
PCTFEM	15		-14	17					16			51			17																	
TEDUC	16		-14	38		20									26																	
STAFFP	17	-29		34	23																											
HRPERWK	18	-13	-13	-13		-19		-18	-14	-17	-27	19	-24	-27																		
TEXPER	19	-14	13		-19	21											19															
FOCC	21	35	24	42	25	38	18	23	27	18			32	38	32	14	36		-18													
PCTGIRLS	24					-15								-15																		
MEDUC	25	24		43	18	40		23	23	16		13	24	31	35	20	45				88											
RESIDE	26	23	-57	36	-18	-13		-23	-16		-20	20	-19		32	37	39				24		32									
PCTWHITE	27		67	-27		34	13	28	29		14	-26	38	28		-26		-27		20	27			-54								
LIBRARY	28		20		22								13			-14	-13							-27	20						
COUNSEL	29	19			21				-13							-18					18					27						
STABLE	30	-25	43	-24		24		24	26			-13	24	25		-15	-16			15			-14	-42	50							
PARATT	31	15	19	15		32	23	30	26	27	19		32	28	25		13				48		46		28	16	25	16				
MORESB	32	-21	-32			-24		-20	-15	-13			-26	-26	-13				16		-48		-35		-37		-15					
MORESG	33	-23	-37			-25		-23	-17			13	-26	-28				13	17		-48		-32		-47		-16		84			
VALUES	34	-19	-28	15		-20	-14	-16	-17	-17			-28	-18							-17			17	-38				13	57	51	
HOMECLIM	35					14								14	13						15		22					13	44	13		24

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.13$ are printed because:

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

STUDENT DISTRIBUTIONS FOR COGNITIVE MEASURES

A school mean alone disguises much about student performance on a given goal. Did all the students score close to the school mean or were the student scores widely divergent? Indeed, very different student distributions could result in similar mean scores.

Page 8 of the school report contains a distribution of student scores on the three cognitive measures included in the student questionnaires.

The student scores from the normative sample were rank-ordered high to low and divided into five categories as nearly equal as possible. They represent the scores obtained by the top 20 per cent of the students in the state, the next 20 per cent, down to the lowest-scoring 20 per cent of students. In many cases no matter which of two cut-off scores was used, slightly more--or less--than 20 per cent of the students scored above that point. Therefore, the STATE NORM column may contain 19, 21 or 22 per cent.

The SCHOOL ACTUAL column shows the percentage of students in the school who obtained scores in that range.

CRITERION-REFERENCED SCORING MODEL

Included in each school report is normative information which indicates how a school scored in a given goal area relative to other schools in the state. This scoring method is common in testing where people, for instance, are compared to the *average* person–or the norm. IQ scores are an example of such a scoring procedure by which the *average* person is assigned a score of 100 and others receive scores then relative to the average.

Difficulties in Normative Scoring Procedures

Most people know about *grading on the curve*–another example of normative scoring. Perhaps two somewhat extreme examples will serve to show some real or hypothetical weaknesses in normative scoring.

History test		Math test
70%	A	100%
60		90
60	B	90
50		80
50		80
50		80
50	C	80
40		70
40	D	70
30	F	60

Consider the above two sets of numbers as the scores of a class of 10 students on two tests–a history test and a math test. Assume further that the same girl received an A on each test. She earned her A in history by answering only 70 per cent of the questions correctly, while her A in mathematics required her to answer all the questions correctly. Are these A's equal? Normatively, yes. But the normative scores (A in this case) say nothing of her *mastery* of history versus that of mathematics.

A similar situation exists with the various EQA goal instruments. Should one be content with, say, a 90th percentile score? How far from *perfect* is such a score? The following table of statewide scores illustrates how percentile scores, as normative information, cloud some information:

Goal Y	Goal Z	
		perfect score
.99%ile		
.50%ile	.99%ile	
. 1%ile	.50%ile	
	. 1%ile	
		zero score

In Goal Y the range of school scores is not very great, so small changes in a school's raw score would dramatically change its percentile rank.

Secondly, a school at the 1st percentile on Goal Y is not all that far from perfection. On a relative scale, yes, Goal Y is a problem for the 1st percentile school. But, on an absolute basis, one could consider a 1st percentile score on Goal Y less of a problem than a 50th percentile score on Goal Z. In fact, Goal Z's being at the 99th percentile is not all that much to rave about on an absolute basis. In a very crass way, one might consider such a score to be the *best of a bad lot.*

The Move to Criterion-Referenced Scoring

Educators–by their training, constant reinforcement, and possibly the demands or expectations of the public–tend to think normatively. There is nothing wrong with that. But many argue that true improvement in student performance would be enhanced if one were to use some criterion, or better still, some absolute, as one's goal rather than some average score.

In the past few years examples of just such weaknesses in normative-based scores have occurred. At least one major testing firm found test scores on arithmetic computation dropping in recent years; this translates to telling more and more educators each year that more of their students are falling below the median. Such news does not endear one to the educators. Nor does it sell many tests. The remedy? Renorm the test in what amounts to lowering the standard.

Such slippage in norms for achievement tests is just that much more dramatic when one considers norms for phenomena as unstable and ever-changing as attitudes. The 1969 norms developed for grade 11 in Pennsylvania schools proved to be out of date by 1972, although the original plan was to use the norms for five years. Dramatic drops in school scores occurred in three areas: interest in school, citizenship and appreciation of human accomplishments.

A combination of these difficulties inspired a re-evaluation of providing only normative information in the assessment reports. In the spring of 1973, in middle school and junior high school reports, a section based on a modified criterion-referenced approach was added. This approach has been adopted for all grade levels in the attitudinal areas.

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I'm pretty sure of myself.

3	A	Very true of me	+
2	B	Mostly true of me	+
1	C	Mostly untrue of me	-
0	D	Very untrue of me	-

Normative scoring — Criterion scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable (very true of me, mostly true of me) or unfavorable (mostly untrue of me, very untrue of me). A criterion of 51 percent was established for the entire self-esteem instrument of 40 items; that is, if a student answers a majority of the items (21 or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's 5th grade students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude that 35 per cent of the students could use some help. that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but for its various subscales as well. It is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with. . .?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

In the school report the per cent of students statewide with this minimum positive attitude on each attitudinal subscale is graphically represented by a row of S's, the per cent for the local school by a row of L's.

This information should also give more specific diagnosis of strengths or weaknesses within a goal area by analyzing local scores *vis-a-vis* statewide scores.

Furthermore, page 20 of the school report displays the same two rows, state and local, for the total scale--not just the subscales.

Page 21 of the report, under the 51 per cent criterion column, gives the exact numerical values which are graphically displayed on pages 10-20. Two additional criterion levels are also provided if one desires a more stringent (70 per cent) or less rigorous (35 per cent) criterion.

SAMPLE SCHOOL REPORT

The color pages which follow duplicate an authentic school report, and data represent an actual Pennsylvania school. The report contains four items of information about the school:

1. Percentile rank in state for each goal area.

2. A predicted score range for each goal area.

3. Condition variable scores, percentile rank and item breakdowns for selected variables.

4A. For cognitive measures the distribution of student scores.

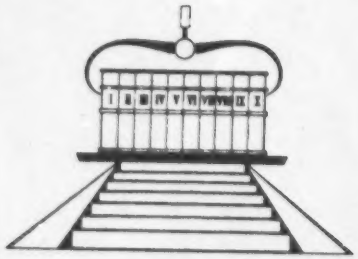
4B. For attitudinal measures criterion-referenced scoring information.

Items 1 and 2 are found on page 2 of the report. Page 3 graphically represents the information on page 2.

Data for item 3 are found on pages 4 through 7.

Data for item 4A are found on page 8.

Page 9 describes, in general, the procedures used in the criterion-referenced scoring model (item 4B). Blank pages are inserted at appropriate places in grade 8 reports where the measure is cognitive and, hence, no criterion-referenced scoring is employed. The page is left blank to retain parallelism across grade levels so that subsequent page numbers are identical for the goal in question.



Educational Quality Assessment

School Report: A Status Profile

Pennsylvania Department of Education 1974

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<<< EQA, SPRING, 1974: NAME = GR. 8, ID = DATE RUN = 07/19/74 >>>

1. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

Mean raw score of the student booklets scored

Percentile rank in state for this school in each goal area

Shortened name for the goal

Mean raw score range predicted for the school

GOAL	AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
I	SELF-ESTEEM	245	69.31	20	67.01 - 71.00
II	UNDERSTANDING OTHERS	246	56.21	9	56.64 - 60.66
III-V	BASIC SKILLS: VERBAL	247	15.89	55	13.97 - 15.82
III-M	BASIC SKILLS: MATH	247	15.51	59	13.20 - 15.32
IV	INTEREST IN SCHOOL	247	77.96	68	73.19 - 78.75
V	CITIZENSHIP	247	61.44	63	58.67 - 65.74
VI	HEALTH	242	64.68	37	62.77 - 67.85
VII	CREATIVITY	245	40.93	37	36.44 - 43.93
VIII-A	VOCATIONAL ATTITUDE (GR. 11 ONLY)	0	0.0	0	0.0 - 0.0
VIII-K	VOCATIONAL KNOWLEDGE	248	15.96	30	15.26 - 16.78
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	246	59.74	41	58.36 - 62.60
X	PREPARING FOR A CHANGING WORLD	243	63.81	85	58.93 - 62.64

Number of student booklets scored for this goal

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1974; HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

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B. PERCENTILE BANDS BY GOALS:

Distances based on z-scores (see Appendix B)

CONFIDENCE INTERVALS

GOAL	AREA
I	SELF-ESTEEM
II	UNDERSTANDING OTHERS
III-V	BASIC SKILLS: VERBAL
III-M	BASIC SKILLS: MATH
IV	INTEREST IN SCHOOL
V	CITIZENSHIP
VI	HEALTH
VII	CREATIVITY
VIII-A	VOCATIONAL ATTITUDE (GR. 11 ONLY)
VIII-K	VOCATIONAL KNOWLEDGE
IX	APPRECIATING HUMAN ACCOMPLISHMENTS
X	PREPARING FOR A CHANGING WORLD

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"H" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE XX ... XX BAND IS THE PREDICTION BAND.

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2. INDEPENDENT (PREDICTOR) VARIABLES:

A. FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS:

These were obtained from administrative records

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	GRENROLL	259.00	66	0
PERCENTAGE ATTENDANCE	PCTATTEN	94.90	48	0
INSTRUCTIONAL EXPENSES PER AVERAGE DAILY MEMBERSHIP	INSEXADM	649.00	62	0
TEACHER LOCALE	TLOCALE	0.94	90	32
TEACHER SATISFACTION WITH RELATIONSHIPS--PARENTS	TSATPAR	1.75	20	32
TEACHER SATISFACTION WITH RELATIONSHIPS--STAFF	TSATFS	2.63	85	30
TEACHER SATISFACTION WITH RELATIONSHIPS--STUDENTS	TSATST	2.00	25	30
ATTITUDE TOWARD CLASSROOM TEACHING	TCLATT	3.47	68	32
TEACHER PERCEPTION OF SCHOOL ADMINISTRATION	PERSAD	12.97	25	32
TEACHER PERCEPTION OF DISTRICT ADMINISTRATION	PERDAD	7.25	67	32
CLASSROOM PRACTICES	CLPRACT	11.69	54	32
TEACHER PERCEPTION OF LEARNING ATMOSPHERE	PERLEPAT	8.66	36	32
TEACHER PERCEPTION OF PARENTS	TPERPAR	2.91	23	32
TEACHER PERCEPTION OF ENVIRONMENTAL PRESS	TPEP	21.63	11	32
PER CENT FEMALE TEACHERS	PCTFEM	50.00	70	32
TEACHER EDUCATION	TEDUC	1.53	53	32
TEACHER TO PUPIL RATIO	STAFFP	1:26.4	64	32
TEACHER HOURS OF INSTRUCTION PER WEEK	HRPERWK	24.84	69	31
TEACHER EXPERIENCE	TEXPER	8.39	24	28
NUMBER OF TEACHER PREPARATIONS PER DAY (GR. 11 ONLY)	PREPERDY	0.0	0	0

These were obtained from teachers

****

<<< TSATPAR; TSATFS; TSATST >>>

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIP WITH:

Very dissatisfied
Somewhat dissatisfied
Somewhat satisfied
Very satisfied

These item replies can be compared to the state averages; see Table 8

	VD	SD	SS	VS
PARENTS AND PARENT GROUPS	6%	34%	38%	22%
FELLOW STAFF MEMBERS	3%	3%	20%	73%
STUDENTS	0%	20%	60%	20%

****

<<< TCLATT >>>

I ENJOY CLASSROOM TEACHING

ALMOST NEVER TRUE	0%
SELDOM TRUE	0%
SOMETIMES TRUE	6%
USUALLY TRUE	41%
ALMOST ALWAYS TRUE	53%

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<<< CLPRACT >>>

	NOT USED	EACH MO.	EACH WEEK	EACH DAY
PUPIL PARTICIPATION IN LESSON PLANNING	44%	25%	25%	0%
PUPIL PARTICIPATION IN CLASSROOM TEACHING	6%	41%	38%	16%
HAVING PUPILS WORK IN SMALL LEARNING TEAMS	9%	25%	38%	25%
ROLE PLAYING (ACTING OUT SITUATIONS)	34%	44%	16%	6%
USE OF GAMES TO AID LEARNING	19%	44%	34%	3%
PUPIL EVALUATION OF CLASSROOM CLIMATE	34%	41%	13%	9%
PUPIL PARTICIPATION IN DEVELOPING CLASSROOM RULES	44%	31%	9%	13%
INVOLVING PUPILS IN COMMUNITY PROJECTS	44%	44%	9%	0%
UTILIZING LOCAL CITIZENS AS RESOURCE PERSONNEL	69%	31%	0%	0%
PUPILS AS HELPERS OR TUTORS OF OTHER PUPILS	13%	44%	9%	31%
JOINT LESSON PLANNING WITH ONE OR MORE TEACHERS	22%	53%	19%	6%

<<< PERLERAT >>>

SURVEY OF SCHOOL PROBLEMS: (PER CENT = YES RESPONSES)

THERE IS TOO MUCH TEACHER TURNOVER	3%
THE CLASSES ARE TOO LARGE FOR EFFECTIVE TEACHING	78%
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG TOGETHER	6%
THERE ARE TOO MANY INTERRUPTIONS DURING CLASS PERIODS	9%
TEACHERS HAVE TOO LITTLE FREEDOM IN SUCH MATTERS AS TEXTBOOK SELECTION AND CURRICULUM	47%
THERE IS TOO MUCH COMPETITION FOR GRADES	19%
THERE IS TOO MUCH EMPHASIS ON ATHLETICS	41%
THERE SHOULD BE A BETTER MIXTURE; THE STUDENTS ARE ALL TOO MUCH OF ONE TYPE	44%
TOO MUCH TIME HAS TO BE SPENT ON DISCIPLINE	47%
THE STUDENTS AREN'T REALLY INTERESTED IN LEARNING	59%
THERE IS A LACK OF EFFECTIVE LEADERSHIP FROM THE SCHOOL ADMINISTRATION	44%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER	3%
WE HAVE POOR INSTRUCTIONAL EQUIPMENT: SUPPLIES, BOOKS, LABORATORY EQUIPMENT, ETC.	34%

<<< TPERPAR >>>
(PER CENT = YES RESPONSES)

THERE ARE TOO MANY ABSENCES AMONG STUDENTS	47%
PUPILS ARE NOT WELL FED AND/OR WELL CLOTHED	19%
PARENTS ATTEMPT TO INTERFERE WITH THE SCHOOL	47%
THE PARENTS PUT TOO MUCH PRESSURE ON THE STUDENTS FOR GOOD GRADES	9%
THE PARENTS DON'T TAKE ENOUGH INTEREST IN THEIR CHILDREN'S SCHOOLWORK	88%

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B. FROM STUDENTS:

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
FATHER'S OCCUPATION	FOCC	27.63	25	243
OCCUPATIONAL DESIRE (GR. 11 ONLY)	OCDESIRE	0.0	0	0
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	OCEXPECT	0.0	0	0
PER CENT GIRLS	PCTGIRLS	50.81	63	248
MOTHER'S EDUCATION	MEDUC	2.58	8	245
TYPE OF COMMUNITY	RESIDE	0.21	8	247
PER CENT WHITE STUDENTS	PCTWHITE	97.17	81	247
ACCESSIBILITY OF LIBRARY	LIBRARY	3.26	58	248
ACCESSIBILITY OF COUNSELOR (GR. 8 & 11 ONLY)	COUNSEL	3.62	58	248
STABILITY OF STUDENT RESIDENCE	STABLE	3.67	35	248
PARENTAL ATTITUDE TOWARD SCHOOL	PARATT	5.53	23	246
MORES--BOYS (GR. 8 & 11 ONLY)	MORESB	3.20	57	247
MORES--GIRLS (GR. 8 & 11 ONLY)	MORESG	2.89	73	246
PERSONAL VALUES (GR. 8 & 11 ONLY)	VALUES	3.50	23	246
HOME CLIMATE	HOMECLIM	14.77	49	247

****

<<< RESIDE >>>

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	80%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	19%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	0%
INSIDE A LARGE CITY (100,000 TO 500,000 PEOPLE)	0%
IN PHILADELPHIA OR PITTSBURGH	0%
IN A SUBURB OF A MEDIUM SIZE CITY	0%
IN A SUBURB OF A LARGE CITY	0%
IN A SUBURB OF PHILADELPHIA OR PITTSBURGH	0%

****

<<< PCTWHITE >>>

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	1%
WHITE	97%
AMERICAN INDIAN	0%
ORIENTAL	0%
PUERTO RICAN	0%
OTHER	2%

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<<< LIBRARY >>>

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	56%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	19%
ONLY TWO OR THREE DAYS A WEEK	18%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	6%
THERE IS NO LIBRARY IN THIS SCHOOL	0%

****

<<< COUNSEL >>>

HOW OFTEN ARE YOU ABLE TO TALK WITH YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	83%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	4%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	4%
ONLY DURING A GROUP GUIDANCE SESSION	8%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0%

****

<<< STABLE >>>

HOW MANY DIFFERENT SCHOOL BUILDINGS HAVE YOU ATTENDED WITHIN THE PAST THREE YEARS BECAUSE YOUR FAMILY CHANGED RESIDENCE?

MY FAMILY HAS NOT MOVED WITHIN THE PAST THREE YEARS	77%
2 SCHOOL BUILDINGS	16%
3 SCHOOL BUILDINGS	4%
4 SCHOOL BUILDINGS	3%
5 OR MORE SCHOOL BUILDINGS	0%

****

<<< MORESB-MORESG-VALUES >>>

MORESB/ MORESG: AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY FOR A BOY /GIRL TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?

VALUES: AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

	MORESB	MORESG	VALUES
BEING BRIGHT AND WELL INFORMED	12%	10%	14%
DOING WELL IN SCHOOL	7%	7%	18%
BEING A LEADER IN SCHOOL ACTIVITIES	15%	8%	4%
BEING FUN TO BE WITH	41%	43%	46%
BEING AN ATHLETIC STAR OR CHEERLEADER	12%	4%	6%
BEING GOOD-LOOKING OR ATTRACTIVE	9%	24%	5%
[illegible]	5%	3%	6%

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3. STUDENT DISTRIBUTIONS FOR COGNITIVE MEASURES:

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
21-30	22%	16%
18-20	18%	24%
15-17	18%	21%
11-14	22%	23%
0-10	20%	15%

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
21-30	21%	20%
17-20	19%	21%
14-16	18%	18%
10-13	23%	28%
0- 9	19%	14%

****** GOAL VIII - VOCATIONAL KNOWLEDGE ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
22-30	18%	10%
19-21	20%	23%
16-18	22%	24%
12-15	23%	27%
0-11	17%	17%

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GOAL PROFILES BASED ON CRITERION - REFERENCED SCORING MODEL

THIS SECTION IS DESIGNED TO OUTLINE THE CONTENT OF THE SCALES USED IN THE ASSESSMENT BATTERY AND TO SPECIFY WITHIN EACH SCALE THE STUDENT PERFORMANCE LEVELS. EACH SCALE'S GENERAL AND SPECIFIC CONTENT IS DISCUSSED. THE FOLLOWING INFORMATION IS PROVIDED FOR ALL SCALES MEASURING STUDENT ATTITUDES:

GENERAL SCALE DESCRIPTION:

A BRIEF DESCRIPTION OF THE GENERAL CONTENT MEASURED BY THE SCALE TOGETHER WITH THE RESPONSE OPTIONS AVAILABLE TO THE STUDENT. SAMPLES OF POSITIVELY AND NEGATIVELY WORDED STATEMENTS ARE GIVEN.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS TO ITEMS ARE PREJUDGED TO REFLECT A FAVORABLE OR UNFAVORABLE ATTITUDE. THIS PARAGRAPH IDENTIFIES THOSE RESPONSES CONSIDERED TO BE FAVORABLE AND THOSE JUDGED UNFAVORABLE.

SUBSCALE DESCRIPTION:

THE SCALES USED TO MEASURE THE GOAL AREAS ARE SEPARATED INTO SUBSCALES, EACH REPRESENTING SPECIFIC CONTENT AREAS. THE DESCRIPTIONS OF THE SUBSCALES ARE GIVEN TO THE LEFT OF THE PROFILE CHART AND IDENTIFY THE PARTICULAR DIMENSION BEING MEASURED. A SAMPLE ITEM IS GIVEN FOR EACH SUBSCALE.

PROFILE:

A CRITERION-REFERENCED SCORING MODEL IS USED TO GENERATE THE INFORMATION FOUND ON THE PROFILE. THIS MODEL DICHOTOMIZES STUDENT RESPONSES INTO THOSE WHICH ARE CONSIDERED FAVORABLE AND THOSE WHICH ARE CONSIDERED UNFAVORABLE. THE NUMBER OF FAVORABLE RESPONSES IS THEN COMPARED TO A STANDARD. THE PERFORMANCE STANDARD REQUIRES THAT THE STUDENT ANSWER IN A FAVORABLE WAY MORE THAN ONE HALF THE ITEMS COMPRISING THE SUBSCALE. THE PER CENT OF STUDENTS WHO HAVE MET OR EXCEEDED THIS STANDARD IS SHOWN BY A SERIES OF L'S ON THE PROFILE CHART. THE PER CENT OF STUDENTS STATE-WIDE WHO HAVE ANSWERED MORE THAN ONE HALF OF THE ITEMS IN A FAVORABLE WAY IS REPRESENTED BY A SERIES OF S'S. THE PER CENT OF STATE VS. LOCAL STUDENTS MEETING THE STANDARD ON THE TOTAL SCALE IS ALSO PRESENTED.

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GOAL I - SELF-ESTEEM

GENERAL SCALE DESCRIPTION:
ITEMS ARE SELF-DESCRIPTION STATEMENTS. TWENTY-ONE ARE POSITIVELY WORDED (I'M EASY TO GET ALONG WITH) AND 19 ARE NEGATIVELY WORDED (THINGS ARE ALL MIXED UP IN MY LIFE). RESPONSE OPTIONS OPEN TO THE STUDENT ARE (1) VERY TRUE OF ME, (2) MOSTLY TRUE OF ME, (3) MOSTLY UNTRUE OF ME, (4) VERY UNTRUE OF ME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

SELF-ESTEEM PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
SELF-CONFIDENCE: FEELINGS OF SUCCESS, SELF-DETERMINATION, ATTRACTIVENESS AND SELF-WORTH-'I'M PRETTY SURE OF MYSELF'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
FEELING OF CONTROL OVER ENVIRONMENT: BELIEF THAT SUCCESS IN SCHOOL AND WORK DEPEND ON EFFORT, NOT LUCK-'WHEN I GET SOMETHING TO WORK, IT IS MORE OFTEN A MATTER OF LUCK THAN OF EFFORT.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
RELATIONSHIPS WITH OTHERS: PERCEIVED EASE IN MAKING AND KEEPING FRIENDS AND FEELINGS OF ACCEPTANCE BY OTHERS-'I OFTEN FEEL PICKED ON BY OTHER KIDS.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
SELF-IMAGE IN SCHOOL: FEELING OF SUCCESS IN SCHOOLWORK, CLASS RECITATION AND TEACHER RELATIONSHIPS-'I ENJOY BEING CALLED ON IN CLASS.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

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GOAL II - UNDERSTANDING OTHERS

GENERAL SCALE DESCRIPTION:

ITEMS DESCRIBE SITUATIONS WHERE DIFFERING OTHERS INTERACT WITH THE INDIVIDUAL. DIFFERENCES ARE IN TERMS OF RACIAL, RELIGIOUS AND SOCIAL BACKGROUNDS OR PHYSICAL AND MENTAL ATTRIBUTES. TWENTY-NINE ITEMS SUGGEST AN APPROACH TOWARD THE STUDENT (E.G., A CRIPPLE WANTS YOU TO BECOME A CLOSE FRIEND). SIX ITEMS SUGGEST AN AVOIDANCE OF THE STUDENT (E.G., A GIRL WITH A BAD LIMP AVOIDS YOU BECAUSE SHE THINKS YOU MIGHT MAKE FUN OF HER). RESPONSE CHOICES ARE 'I WOULD FEEL' (1) VERY UNCOMFORTABLE, (2) SLIGHTLY UNCOMFORTABLE, (3) COMFORTABLE AND (4) VERY COMFORTABLE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO AVOIDANCE ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO APPROACH ITEMS.

UNDERSTANDING OTHERS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
RACE: COMFORT WHEN INTERACTING WITH OTHERS OF ANOTHER RACE-'SOMEONE WHOSE SKIN COLOR IS DIFFERENT FROM YOURS WANTS TO BECOME YOUR CLOSE FRIEND.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
RELIGION: COMFORT WHEN INTERACTING WITH OTHERS OF DIFFERENT RELIGIOUS BELIEFS-'A PERSON OF A DIFFERENT RELIGION INVITES YOU TO HIS OR HER CHURCH.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
SOCIOECONOMIC STATUS: COMFORT WITH OTHERS WHO ARE RICHER OR POORER THAN SELF-'MANY PEOPLE MUCH POORER THAN YOU MOVE INTO YOUR NEIGHBORHOOD.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
INTELLIGENCE: COMFORT WITH OTHERS OF HIGHER OR LOWER ABILITY LEVELS-'IT IS DECIDED THAT RETARDED STUDENTS SHOULD BE PUT INTO YOUR REGULAR CLASSES.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
HANDICAP: COMFORT WHEN INTERACTING WITH OTHERS WHO ARE PHYSICALLY HANDICAPPED-'YOU MUST SHARE A LOCKER WITH SOMEONE WHO WEARS LEG BRACES.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

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GOAL IV - INTEREST IN SCHOOL

GENERAL SCALE DESCRIPTION:

THERE ARE 30 STATEMENTS ABOUT THE SCHOOL, TEACHERS, COURSE CONTENT, AND THE LEARNING EXPERIENCE. FIFTEEN ITEMS CAST THESE AREAS IN A FAVORABLE LIGHT (E.G., MOST OF MY SUBJECTS THIS YEAR ARE WORTHWHILE). THE REMAINING ITEMS ARE NEGATIVELY STATED (E.G., TEACHERS DON'T KNOW WHAT THEY ARE TALKING ABOUT). RESPONSE OPTIONS AVAILABLE TO THE STUDENT ARE (1) STRONGLY AGREE, (2) AGREE, (3) UNCERTAIN, (4) DISAGREE AND (5) STRONGLY DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (4) AND (5) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

INTEREST IN SCHOOL PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
ATTITUDE TOWARD LEARNING: WILLINGNESS TO EXPEND EFFORT TO LEARN AND VALUING THE IMPORTANCE OF CONTINUED LEARNING THROUGHOUT LIFE-'IT IS VERY IMPORTANT TO ME TO LEARN AS MUCH AS I POSSIBLY CAN.'	SSSS

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GOAL V - CITIZENSHIP

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE WILLINGNESS TO EXHIBIT GOOD CITIZENSHIP IN MANY SOCIAL SITUATIONS UNDER A VARIETY OF MOTIVATING CONDITIONS. SOCIAL CONTEXTS ARE GIVEN BY 18 STORIES, EACH POSING A PROBLEM AND SUGGESTING AN ACTION PRE-DEFINED AS GOOD OR POOR CITIZENSHIP. EACH STORY HAS THREE ITEMS WHICH LIST POSITIVE OR NEGATIVE CONSEQUENCES RESULTING FROM THE ACTION. STUDENTS ARE ASKED TO DECIDE WHETHER TO TAKE THE ACTION FOR EACH CONSEQUENCE. SAMPLE STORY: 'MORTON IS IN TOWN WITH HIS FRIENDS. A FIRE BREAKS OUT. POLICEMEN TELL THE GROUP TO LEAVE THE AREA.' SAMPLE ITEM: 'IF I WERE MORTON, I WOULD OBEY THE POLICE WHEN I KNEW MOST OF MY FRIENDS WERE STAYING DESPITE THE ORDER.' RESPONSE OPTIONS ARE (1) YES, (2) MAYBE AND (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS GOOD CITIZENSHIP. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS POOR CITIZENSHIP.

CITIZENSHIP PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
WELFARE & DIGNITY OF OTHERS: CONCERN FOR FEELINGS OF OTHERS, WILLINGNESS TO PROTEST RACIAL DISCRIMINATION AND TO ACCEPT NEW PEOPLE INTO THE GROUP-' I'D MAKE FUN OF A PERSON WHEN MY FRIENDS WERE DOING IT ALSO.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
RESPECT FOR LAW & AUTHORITY: WILLINGNESS TO REPORT LAW-BREAKING, TO REFRAIN FROM DESTRUCTIVE ACTIONS AND TO OBEY AUTHORITIES DURING EMERGENCIES-' I'D THROW ROCKS DURING A PROTEST IF THERE WAS NO CHANCE OF GETTING CAUGHT.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
RESPONSIBILITY & INTEGRITY: WILLINGNESS TO REPORT OWN MISTAKES AND HONOR SELF-MADE COMMITMENTS TO GROUPS AND INDIVIDUALS-'AFTER ACCIDENTALLY BREAKING SCHOOL WINDOW, I WOULD REPORT MYSELF EVEN IF I WOULD HAVE TO PAY FOR THE WINDOW.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

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GOAL VI - HEALTH HABITS

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE WILLINGNESS TO DISPLAY PROPER HEALTH BEHAVIORS IN THE AREAS OF PERSONAL HYGIENE, DIET, DRUGS AND SAFETY. THE FORMAT USES 18 STORIES, EACH POSING A SITUATION WHERE A HEALTH-RELATED DECISION IS REQUIRED. THREE POSSIBLE OUTCOMES OF THE DECISION ARE GIVEN IN EACH STORY. THE STUDENT DECIDES WHETHER TO TAKE A PROPER HEALTH ACTION FOR EACH OF THE OUTCOMES. SAMPLE STORY: 'NORMA HAS A STOMACH ACHE. THE DOCTOR GIVES HER SOME PILLS. THE DOCTOR TELLS HER TO TAKE TWO PILLS EVERY FOUR HOURS.' SAMPLE ITEM: 'IF I WERE NORMA, I WOULD TAKE AN EXTRA PILL WHEN I KNEW IT WOULD MAKE ME FEEL MORE RELAXED.' RESPONSE CHOICES ARE (1) YES, (2) MAYBE, (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEM:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ITEMS SUGGESTING A PROPER HEALTH BEHAVIOR. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION IS AN IMPROPER HEALTH BEHAVIOR.

HEALTH PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
PERSONAL HEALTH: WILLINGNESS TO FOLLOW PROPER DIET, TAKE PROPER MEDICAL PRECAUTIONS-' I'D USE A FRIEND'S CHAPSTICK KNOWING MY FRIEND HAD A SLIGHT COLD.'	S	S	S	S	S					
	L	L	L	L	L					
SAFETY: RESTRAINT FROM UNNECESSARY RISK-TAKING AT HOME, AT SCHOOL AND AT PLAY-' I'D PLAY A GAME OF 'CHICKEN' ON A BIKE IF I MIGHT WIN THE GAME.'	S	S	S	S	S					
	L	L	L	L	L					
DRUGS: RESTRAINT FROM IMPROPER USE OF PRESCRIPTION DRUGS, EXPERIMENTATION WITH DRUGS, AND MAINTAINING CLOSE CONTACT WITH OTHERS USING DRUGS-' I'D STAY AT A PARTY WHERE MARIJUANA WAS BEING SMOKED WHEN I KNEW NOBODY ELSE WANTED TO LEAVE.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

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GOAL VII-A - CREATIVE ATTITUDE

GENERAL SCALE DESCRIPTION:

LISTED ARE 36 ACTIVITIES WHICH REQUIRE ORIGINALITY IN THE AREAS OF VISUAL ARTS, PERFORMING ARTS, SCIENCE AND WRITING. SAMPLE ACTIVITIES: (DONE AN ORIGINAL SCIENTIFIC EXPERIMENT USING LIVING THINGS; WRITTEN AN ORIGINAL POEM; MODELED AN OUTFIT USING YOUR OWN STYLE). RESPONSE OPTIONS GIVE SIX WAYS TO SHOW DEGREE OF INVOLVEMENT IN EACH ACTIVITY. OPTIONS ARE (1) NO, AND HAVE NOT WANTED TO, (2) NO, BUT HAVE WANTED TO, (3) YES, BUT WITH NO RECOGNITION, (4) YES, WITH TEACHER OR ADULT RECOGNITION, (5) YES, WITH SCHOOL-WIDE RECOGNITION AND (6) YES, WITH AREA-WIDE RECOGNITION.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

OPTIONS (2), (3), (4), (5) AND (6) SHOW A WILLINGNESS TO BECOME INVOLVED IN THESE ACTIVITIES AND ARE CONSIDERED FAVORABLE. RESPONSE CHOICE (1) SHOWS A REJECTION OF PERSONAL INVOLVEMENT AND IS CONSIDERED TO BE UNFAVORABLE.

CREATIVE ATTITUDE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
VISUAL ARTS: WILLINGNESS TO USE OWN IDEAS AND DESIGN IN PAINTING, CRAFTS, PHOTOGRAPHY AND SCULPTURE-'PAINTED (WITHOUT NUMBER SET) IN OIL OR WATER COLORS.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS									
	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									
PERFORMING ARTS: WILLINGNESS TO PERFORM IN MUSIC, ACTING, SPORT OR MODELING-'PERFORMED USING AN ORIGINAL MAGIC OR NOVELTY ACT.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS									
	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									
SCIENCE: WILLINGNESS TO DO EXPERIMENTS IN SOCIAL & PHYSICAL SCIENCES AND TO DESIGN OR WORK WITH MECHANICAL OR ELECTRONIC GADGETRY-'BUILT A MODEL TO SHOW A SCIENTIFIC PRINCIPLE.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS									
	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									
WRITING: WILLINGNESS TO PRODUCE ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS, AND MUSIC-'WRITTEN AN ORIGINAL POEM (OTHER THAN SCHOOL ASSIGNMENT).'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS									
	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									

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GOAL VII-P - CREATIVE PERFORMANCE

GENERAL SCALE DESCRIPTION:
TO GENERATE 'CREATIVE OUTPUT' SCORES A DIFFERENT SCORING SCHEME IS USED ON THE CREATIVITY SCALE DISCUSSED ON THE PREVIOUS PAGE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (3), (4), (5) AND (6) INDICATE THAT THE STUDENT HAS ACTIVELY PARTICIPATED IN THE CREATIVE ACTIVITIES AND THEREFORE ARE CONSIDERED FAVORABLE. OPTIONS (1) AND (2) SHOW A LACK OF PERSONAL INVOLVEMENT IN THESE ACTIVITIES AND ARE CONSIDERED TO BE UNFAVORABLE.

CREATIVE PERFORMANCE PROFILE

SUBSCALE DESCRIPTIONS	PER CENT STUDENTS REPORTING ACTIVE PARTICIPATION 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
VISUAL ARTS: USING OWN IDEAS AND DESIGN WHEN ACTIVELY PARTICIPATING IN CRAFTS, PHOTOGRAPHY AND SCULPTURE.	SSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLL
PERFORMING ARTS: PERFORMING (FOR AUDIENCE) SELF-DEVELOPED ROUTINE IN MUSIC, ACTING, SPORT OR MODELING.	SSSSSSSSS LLLLLLLL
SCIENCE: DOING EXPERIMENTS IN SOCIAL OR PHYSICAL SCIENCES AND DESIGNING MECHANICAL OR ELECTRONIC GADGETRY.	SSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLL
WRITING: PRODUCING ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS AND MUSIC	SSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLL

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For grade 8 the Goal VIII instrument is a cognitive (vocational knowledge) test and therefore no criterion-referenced information is provided. Instead distributions of student scores are included on page 8 of the school report. This page is left blank to assure on subsequent pages uniformity in page numbers across grade levels.

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GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS

GENERAL SCALE DESCRIPTION:

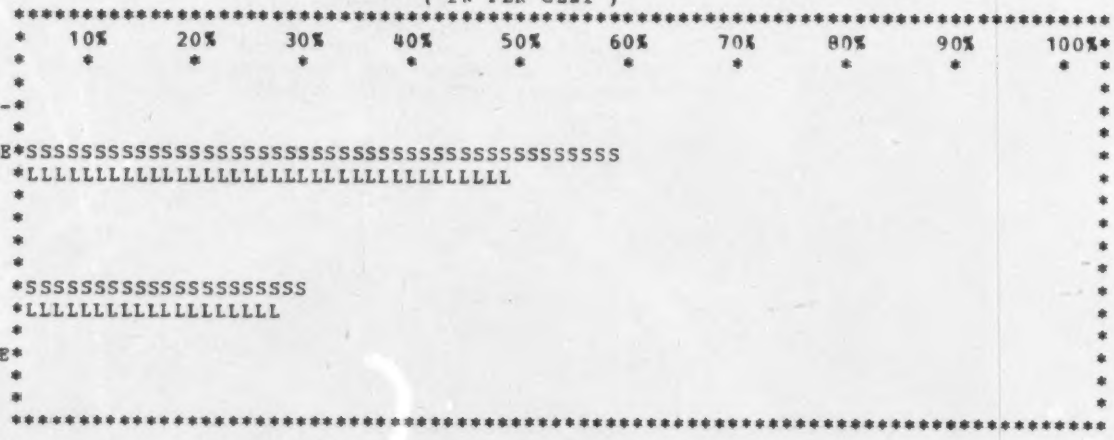
ITEMS MEASURE HOW MUCH VALUE STUDENTS PLACE ON HUMAN ACHIEVEMENT IN THE ARTS AND SCIENCES AND THE DEGREE TO WHICH THEY ARE WILLING TO RECEIVE STIMULI THAT THESE ENDEAVORS PROVIDE. AREAS INCLUDED ARE LITERATURE, ART, ATHLETICS, ECOLOGY, GOVERNMENT, SCIENCE, MUSIC AND DRAMA. SAMPLE VALUING ITEM: 'ARTISTS DON'T CONTRIBUTE MUCH TO OUR WORLD.' SAMPLE RECEIVING ITEM: 'DURING MY FREE TIME I WOULD LIKE TO ATTEND A SESSION OF CONGRESS.' RESPONSE OPTIONS ARE (1) AGREE, (2) UNCERTAIN AND (3) DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ALL RECEIVING ITEMS AND TO THOSE VALUING ITEMS WHICH DESCRIBE ACTIVITIES IN ARTS, SCIENCES, ETC. IN A POSITIVE LIGHT. OPTION (3) IS FAVORABLE IN RESPONSE TO NEGATIVELY STATED VALUING ITEMS.

APPRECIATING HUMAN ACCOMPLISHMENTS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)


SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
VALUING: ATTACHING IMPORTANCE TO ACHIEVEMENTS IN THE ARTS AND SCIENCES AND VALUING ROLE PLAYED BY PEOPLE IN THESE AREAS-'MOST SCIENTISTS DON'T CARE HOW THEIR WORK AFFECTS PEOPLE.'
RECEIVING: WILLINGNESS TO LEARN MORE ABOUT ACHIEVEMENTS IN THE ARTS AND SCIENCES AND TO SEEK OUT EXPERIENCES WHICH PROVIDE FIRST-HAND INFORMATION ON WHAT PEOPLE IN THESE AREAS ARE DOING-'IT WOULD BE FUN TO WATCH PEOPLE PAINT AT AN ART STUDIO.'

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GOAL X - PREPARING FOR A CHANGING WORLD

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE EMOTIONAL AND BEHAVIORAL REACTIONS TO CHANGE. THE SCALE'S FORMAT CONTAINS SEVEN STORIES DESCRIBING UNPLEASANT CHANGE SITUATIONS IN WHICH STUDENTS' EXPECTATIONS OR NEEDS ARE NOT MET. FIVE REACTIONS PRE-DEFINED AS INDICATING POSITIVE OR NEGATIVE ADAPTATION TO CHANGE ARE GIVEN FOLLOWING EACH STORY. SAMPLE STORY: 'SOMEONE IN MY CLASS CARVED A WORD IN MY DESK. THE TEACHER SAW IT AND MADE ME STAY AFTER CLASS. I SAID I DIDN'T DO IT, BUT THE TEACHER WOULDN'T BELIEVE ME.' SAMPLE ITEM: 'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND TRYING TO UNDERSTAND THE TEACHER'S POINT OF VIEW?' RESPONSE OPTIONS ARE (1) NO TIME, (2) VERY LITTLE TIME% (3) SOME TIME AND (4) A GREAT DEAL OF TIME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING NEGATIVE ADJUSTMENT TO CHANGE. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING POSITIVE ADAPTATION TO CHANGE.

PREPARING FOR CHANGE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
USING EFFECTIVE SOLUTIONS: TENDENCY TO TRY SOLUTIONS REFLECTING POSITIVE ADJUSTMENT TO CHANGE-'IF MY PARENTS DECIDED TO MOVE, I'D READ ABOUT THE PLACE WE WERE MOVING TO.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
REFRAINING FROM INEFFECTIVE SOLUTIONS: TENDENCY TO AVOID USE OF AGGRESSIVE OR WITHDRAWING REACTIONS IN FACE OF CHANGE-'IF I COULDN'T GET EXCUSED FROM SCHOOL FOR A TRIP, I'D STAY HOME.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
EMOTIONAL ADJUSTMENT: PERCEPTION OF LENGTH OF TIME NEEDED TO EMOTIONALLY ADJUST TO CHANGE-'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND BEING UPSET?'	S	S	S	S	S					
	L	L	L	L	L					

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TOTAL SCALES FOR ATTITUDE

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDE
(IN PER CENT)

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<<< EQA, SPRING, 1974: NAME = GR. 8, ID = DATE RUN = 07/19/74 >>>

SUMMARY OF CRITERION-REFERENCED INFORMATION

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDES ON EACH SUBSCALE AT THREE CRITERION LEVELS (35,51, AND 70)

Per cent of students who answered favorably at least 35% of the items, etc.

GOAL	SUBTEST NAME	CRITERION LEVELS 35% STATE	35% LOCAL	51% STATE	51% LOCAL	70% STATE	70% LOCAL
I	SELF-CONFIDENCE	89%	87%	70%	69%	58%	55%
	FEELING OF CONTROL OVER ENVIRONMENT	96%	97%	80%	80%	67%	69%
	RELATIONSHIPS WITH OTHERS	91%	87%	76%	72%	66%	60%
	SELF-IMAGE IN SCHOOL	80%	74%	55%	48%	42%	38%
	TOTAL SCALE	97%	93%	79%	75%	50%	49%
II	RACE	81%	71%	66%	59%	48%	45%
	RELIGION	76%	60%	61%	47%	45%	36%
	SOCIOECONOMIC STATUS	90%	83%	76%	68%	57%	55%
	INTELLIGENCE	84%	82%	55%	45%	29%	20%
	HANDICAP	90%	84%	76%	69%	57%	51%
	TOTAL SCALE	94%	87%	74%	63%	32%	22%
IV	ATTITUDE TOWARD LEARNING	89%	89%	77%	78%	50%	52%
	ATTITUDE TOWARD SCHOOL	73%	75%	58%	62%	34%	40%
	TOTAL SCALE	86%	87%	67%	67%	42%	47%
V	WELFARE AND DIGNITY OF OTHERS	56%	56%	35%	39%	15%	21%
	RESPECT FOR LAW AND AUTHORITY	50%	50%	29%	29%	12%	16%
	RESPONSIBILITY AND INTEGRITY	50%	54%	27%	30%	12%	18%
	TOTAL SCALE	56%	56%	27%	33%	10%	14%
VI	PERSONAL HEALTH	64%	66%	31%	33%	12%	12%
	SAFETY	51%	55%	35%	37%	17%	18%
	DRUGS	79%	74%	66%	62%	42%	39%
	TOTAL SCALE	73%	70%	41%	43%	15%	15%
VII-A	VISUAL ARTS	74%	71%	62%	58%	34%	29%
	PERFORMING ARTS	61%	55%	48%	43%	24%	24%
	SCIENCE	84%	84%	74%	72%	46%	44%
	WRITING	81%	71%	70%	63%	43%	33%
	TOTAL SCALE (ATTITUDE)	86%	80%	64%	58%	33%	26%
IX	VALUING	87%	83%	59%	49%	25%	23%
	RECEIVING	60%	57%	30%	28%	11%	10%
	TOTAL SCALE	81%	73%	44%	39%	12%	13%
X	USING EFFECTIVE SOLUTIONS	92%	94%	78%	81%	40%	47%
	REFRAINING FROM INEFFECTIVE SOLUTIONS	90%	89%	77%	80%	45%	51%

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APPENDICES

APPENDIX A
TEACHER QUESTIONNAIRE

School Name _____ District Name _____

INSTRUCTIONS: The information received will be aggregated and reported as relationships to student achievement. No individuals will be identified and no individual information will be reported. Respond to the items by blackening the appropriate space.

EXAMPLE: Are you a classroom teacher? Yes ● No ○ USE A NO. 2 PENCIL ONLY.

TLOCALE

Where have you spent most of your life?

- In or within 30 miles of the boundaries of this school district ..... ○
- More than 30 miles but less than 100 miles from the present boundaries of this school district ..... ○
- More than 100 miles from the boundaries of this school district ..... ○

In your teaching situation how satisfied are you with your relationship with:

(A) Very satisfied (B) Somewhat satisfied (C) Somewhat dissatisfied (D) Very dissatisfied

- Parents and parent groups **TSATPAR** ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Fellow staff members **TSATFS** ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Students **TSATST** ..... Ⓐ Ⓑ Ⓒ Ⓓ

Mark the answers which best describe your feelings about the comments below:

(A) Almost always true (B) Usually true (C) Sometimes true (D) Seldom true (E) Almost never true

#1: TCLATT #2–7: PERSAD #8–10: PERDAD

- I enjoy classroom teaching ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school acts decisively on suggestions from the faculty ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school supports the disciplinary measures of the teachers ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school encourages classroom innovation with real, practical support ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school is more concerned with real student progress than with quiet, orderly classrooms ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The administration in this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The central administration of this district treats teachers as professional, contributing members of the staff ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- Teachers can expect support for their classroom policies from the central administration of this district ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
- The central administration of this district is effective in developing realistic program goals ..... Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

CLPRACT

Here is a list of some classroom practices. For each practice mark the column which best indicates your use of the practice.

(A) I use it daily (B) I use it weekly (C) I use it monthly (D) I do not use it

- Pupil participation in lesson planning ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Pupil participation in classroom teaching ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Having pupils work in small learning teams ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Role playing (acting out situations) ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Use of games to aid learning ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Pupil evaluation of classroom climate ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Pupil participation in developing classroom rules ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Involving pupils in community projects ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Utilizing local citizens as resource personnel ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Pupils as helpers or tutors of other pupils ..... Ⓐ Ⓑ Ⓒ Ⓓ
- Joint lesson planning with one or more teachers ..... Ⓐ Ⓑ Ⓒ Ⓓ

– PERLERAT *: TPERPAR

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

	Yes	No
–There is too much teacher turnover	Y	N
–The classes are too large for effective teaching	Y	N
*There are too many absences among students	Y	N
*Pupils are not well fed and/or well clothed	Y	N
–The different races or ethnic groups don't get along together	Y	N
–There are too many interruptions during class periods	Y	N
–Teachers have too little freedom in such matters as textbook selection and curriculum	Y	N
*Parents attempt to interfere with the school	Y	N
–There is too much competition for grades	Y	N
–There is too much emphasis on athletics	Y	N
–There should be a better mixture; the students are all too much of one type	Y	N
–Too much time has to be spent on discipline	Y	N
*The parents put too much pressure on the students for good grades	Y	N
–The students aren't really interested in learning	Y	N
–There is a lack of effective leadership from the school administration	Y	N
*The parents don't take enough interest in their children's schoolwork	Y	N
–The teachers don't seem to be able to work well together	Y	N
–We have poor instructional equipment: supplies, books, laboratory equipment, etc.	Y	N

TPEP

Please mark the response which best describes how you usually feel.

	Almost always true of me	Often true of me	Sometimes true of me	Seldom true of me	Almost never true of me
I feel that my ideas are considered worthwhile by my supervisors	A	B	C	D	E
I have a lot of influence with my colleagues on educational matters	A	B	C	D	E
I have confidence in myself even when people disagree with me	A	B	C	D	E
I find it difficult to interact with others	A	B	C	D	E
I seem to be the kind of person who has more bad luck than good luck	A	B	C	D	E
I have trouble making up my mind about important decisions	A	B	C	D	E
In my activities at school I am assertive and self-reliant	A	B	C	D	E
I don't take a position on something until I find out what my colleagues think	A	B	C	D	E

PCTFEM

I am a

- Male ○
- Female ○

TEDUC

Which of the following best describes your level of formal education?

- No degree ○
- Bachelor's degree ○
- Master's degree or equivalency ○
- Master's degree plus one year ○
- Doctor's degree ○

What is your average class size? (Exclude supervisory duties such as study hall.)

STAFFP

How many hours (to the nearest hour) are you assigned to classroom instruction per week?

HRPERWK

Including this year, how many years of teaching experience do you have?

TEXPER

FOR SECONDARY ONLY

How many different courses, on the average, do you teach per day?

PREPERDY

APPENDIX B

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS